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# Teacher's Guide

## Can You Tell We Are a Family?

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Can You Tell  
We Are a Family?

Can You Tell  
We Are a Family?  
... People Make a Family.



Can You Tell  
We Are a Family?  
... There Are Many Kinds  
of Families!

Can You Tell  
We Are a Family by the  
Things We Do Together?



Can You Tell  
We Are a Family by the  
Way We Work Together?

Can You Tell  
We Are a Family by the  
Way We Change?



Connections In Social Studies



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## **Teacher's Guide**

### **Can You Tell We Are A Family?**

Roberta McKay

Jackie Hobal

Edmonton, Alberta



**Globe/Modern Curriculum Press  
Toronto**

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## PREFACE

CONNECTIONS IN SOCIAL STUDIES is a child-centred primary program based on our experience as classroom teachers and consultants. It is a response to a perceived need for materials that recognize social studies as an integrated and integral aspect of schooling.

We believe the child must be central to the process of learning. We have therefore tried to challenge children by addressing their lived experiences. A positive attitude towards self and the family is necessary to the healthy development of the child. This is what we are encouraging. Communication is important and we hope this program will help children think, speak, write, and read about aspects of their world.

Children should be encouraged to grow naturally. But, they have to learn to make responsible decisions in their lives. They have to become aware of who they are and the expectations that exist for them as members of a family and community. Only by being made aware of their emotional, social, physical, and intellectual growth can children appreciate the differences and similarities among individuals. Only then can they learn to accept themselves as valuable members of society.

This Teacher's Guide has been designed to stimulate the resourcefulness of teachers. The content is based not only on our own experience, but on experiences that other teachers have shared with us. We recognize, however, that teaching is a highly personal activity — this Teacher's Guide is only a starting point for you, the teacher. We would sincerely welcome your comments on your experience with CONNECTIONS IN SOCIAL STUDIES in the classroom. Your comments will help us in making revisions in subsequent editions of this Teacher's Guide.

Our children are the nation's greatest resource. Helping children recognize their uniqueness and potential is a crucial and essential task we share.

*Roberta McKay  
Jackie Hobal  
Edmonton, Alberta*

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## PROGRAM OVERVIEW

CONNECTIONS IN SOCIAL STUDIES is a comprehensive primary program that connects the social studies classroom curriculum to the child's own life and world. Using an inquiry approach, the program involves the students in discovering their own identity, how they relate to others, and their role in their own neighbourhood. The program has a spiral development. The individual child is the focus and from this centre, the student's life extends out to the family, and then to the neighbourhood.

### CONNECTIONS IN SOCIAL STUDIES

- ☐ focusses directly on learning-experience situations that affect children and are relevant and significant to their lives
- ☐ challenges young children to examine and confront all aspects of their lives
- ☐ encourages development of positive attitudes towards self and others when dealing with conflict and controversy
- ☐ involves children in developing citizenship competencies by active student participation and involvement
- ☐ views the child as an individual with personal interests, abilities, and goals that need to be respected
- ☐ presents learning as a process — learning becomes meaningful to students when connections are made to their own lives
- ☐ engages children in purposeful activity to acquire social and intellectual skills necessary for coping with change and controversy
- ☐ helps children understand that racial, cultural, ethnic, and age-related diversity is inevitable and natural
- ☐ assumes that children learn most effectively through learning experiences focussing on social inquiry
- ☐ recognizes that inductive teaching as an approach for guiding learning should be relevant and significant
- ☐ believes that abstract experiences of others should be made as concrete as possible by making the connections to the lived experiences of children

## Concept Areas

CONNECTIONS IN SOCIAL STUDIES begins with a discussion of the individual. The *concept areas* covered include: identity (physical, social, intellectual, emotional); self-concept; change; and interaction. These concepts are presented in a series of six 8-page books.

- *Can You Tell It's Me?*
- *Can You Tell It's Me . . . By the Way I Look?*
- *Can You Tell It's Me . . . By the Way I Show My Feelings?*
- *Can You Tell It's Me . . . By the Way I Learn?*
- *Can You Tell It's Me . . . By the Way I Grow and Change?*
- *Can You Tell It's Me . . . By the People in My World?*

CONNECTIONS IN SOCIAL STUDIES then explores the family and the child's role in it. *Concept areas* include: family structures, family needs/wants; family roles/responsibilities; family cooperation and conflict; and family change. These concepts are presented in a series of six 8-page books.

- *Can You Tell We Are a Family?*
- *Can You Tell We Are a Family? . . . People Make a Family.*
- *Can You Tell We Are a Family? . . . There Are Many Kinds of Families!*
- *Can You Tell We Are a Family. . . By the Things We Do Together?*
- *Can You Tell We Are a Family . . . By the Way We Work Together?*
- *Can You Tell We Are a Family . . . By the Way We Change?*

CONNECTIONS IN SOCIAL STUDIES extends next from the family to the neighbourhood. *Concept areas* include: neighbourhood structures (physical, social); interaction; environment; relationships; rules; institutions; lifestyles; change; recreation; transportation; and goods/services. These concepts are presented in a series of four 24-page books.

- Book 1 *Can You Tell Where I Live? Exploring Neighbourhoods.*
- Book 2 *Can You Tell Where I Live? Exploring City Neighbourhoods.*
- Book 3 *Can You Tell Where I Live? Exploring Town Neighbourhoods.*
- Book 4 *Can You Tell Where I Live? Exploring Rural Neighbourhoods.*



## Process Areas

CONNECTIONS IN SOCIAL STUDIES offers a wide range of *process areas* that involve students in social studies concepts and affective areas. The process or skill areas also include activities that integrate virtually all areas of the primary curriculum including visual arts, language arts, mathematics, music, physical and health education, and science.

The following skills are developed in many ways throughout the program. The program provides opportunity for exploring the following process areas:

- communicating
  - speaking, listening, viewing, reading, writing effectively
  - supporting point of view
  - identifying appropriate audience
- cooperating
  - playing various roles (listening/leading)
  - tolerating ambiguity
  - presenting ideas clearly
  - interacting with others democratically
  - understanding and empathizing with the decisions of others
  - providing support for group goals
- identifying and defining issues
- acquiring and using information
  - using a variety of sources — charts, maps, graphs, tables, time-lines, television, radio, books, magazines, newspapers
  - organizing information
  - evaluating by categorizing, comparing/contrasting, distinguishing facts and point of view
  - developing concepts and generalizations
  - relating causes/effects
  - deducing conclusions
- making decisions
  - developing realistic alternatives
  - identifying consequences of alternatives for self and others
  - analyzing values involved in a decision
- applying decisions
  - taking appropriate responsible action
  - identifying appropriate strategy for a given situation
- making judgments
  - assessing the merit of consequences of a decision to self and others
  - reassessing decision criteria in light of new information or changing conditions
  - examining appropriateness of action to situation

## Affective Areas

The *affective area* of social studies concepts is an integral part of the program. Each of the three series of books introduces and develops specific values areas.

The *Can You Tell It's Me?* Series deals in the following affective areas:

- identifying and defining values of self and peers
- describing the behaviour which reflects values of self and peers
- developing positive attitudes towards self and peers
- developing ability to analyze values, make decisions, and reason morally about issues related to self and peers

In the *Can You Tell Where I Live?* Series, the values components are further extended and applied by the family, individual members of the family, and the various family groupings.

In the *Can You Tell Where I Live?* Series, the values components are further extended and applied to the local community, specific members of that community, and issues related to the natural and social environment.

## Language Across the Curriculum

Although CONNECTIONS IN SOCIAL STUDIES focusses on social studies, it also effectively introduces activities in other curriculum areas. The Teacher's Guide offers guidance on using the program to integrate the following curriculum areas:

- Language Arts
  - The vocabulary and sentence patterns in the program correspond to language used in major basal programs for grades 1 and 2.
  - Any new vocabulary introduced is limited to terms necessary for understanding the social studies concepts at the primary level.
  - The booklet format reinforces the child's reading experience. The fact the books are short and easy to read helps make reading an enjoyable and rewarding experience for the child.
  - Colourful, original artwork encourages the child to read and gives valuable clues for reading comprehension. Listening and reading with sensitivity is encouraged.
  - Students have an opportunity to speak and articulate their own feelings about things that are important to them.
  - Opportunities for writing about issues directly related to students are also offered.
- Mathematics
  - Mathematical skills are introduced as a way of acquiring and classifying information. Measurement and presentation of data — maps, charts, graphs, and so on — are introduced at a simple level the student can understand and directly relate to.
  - Suggestions for application of mathematics for everyday problems are supplied.
  - An understanding of relationships is developed involving space and shape and their applications in the child's life, home, school, and neighbourhood.
- Music
  - An understanding of music is developed as a way to express and understand feelings about one's own life and those of others.
  - Opportunities are provided to enjoy music through playing, listening, and creating.
- Physical Education and Health
  - An understanding and appreciation is developed of the physical, social, emotional, and intellectual similarities and differences among people.
  - The books offer a means of understanding principles of healthy living in various aspects of self and others at a level the child can understand.
  - The importance of cooperation is recognized — how people are dependent on each other in various social structures.
  - Students are encouraged to look at the effect of external environmental conditions on health.
- Science
  - An awareness is developed of the natural environment — the child's interaction and interdependence with the environment.
  - The child looks at basic concepts related to science — time, change, growth, matter, and energy — at the child's own level of understanding.
  - The child has opportunity to explore relationships among natural and manufactured things and between people and things.
- Visual Arts
  - Original artwork is presented as a method of communication.
  - Students have opportunities to express their lives through painting, drawing, modelling, and construction.

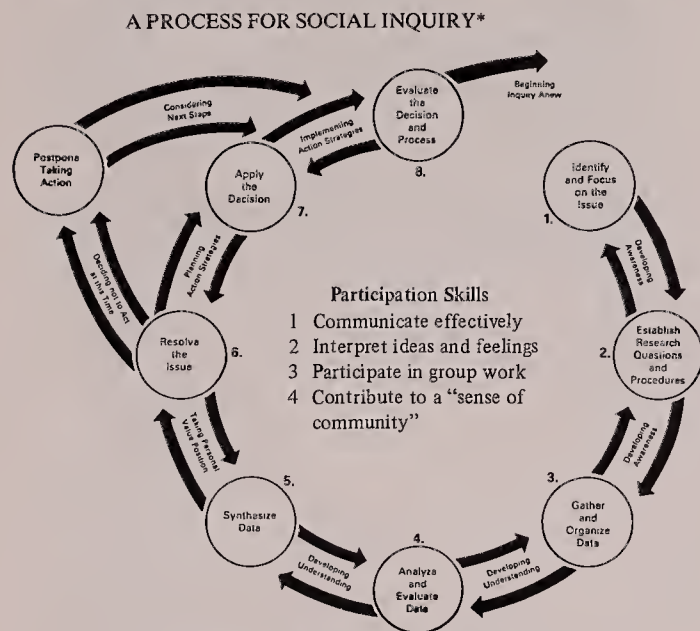
## Inquiry

The authors of this program are convinced of the benefits to students of inquiry, as a method of teaching social studies.

The inquiry approach to learning is directed towards achievement in the content areas as well as towards the development of rational thinking powers.

Inquiry implies active student participation and emphasizes understanding rather than just “knowing.”

To utilize inquiry effectively, teachers must use questioning techniques as a tool for promoting thinking skills in students. For this reason, even the titles of the CONNECTIONS IN SOCIAL STUDIES books are phrased as questions.



The system of two-way arrows indicates that progress through the process of inquiry is not lock-step. During inquiry, as an issue takes on a new perspective, students will frequently find it necessary to “double back” to steps covered previously.

In using an inquiry approach, it is useful to remember the following:

- Focus is shifted away from the teacher and towards the student and content.
- Children should not be allowed to “quit” in the learning cycle when they have only identified an answer. An appropriate response to a child who has identified what he/she believes to be the solution to a problem is: “Why do you think that is the answer?” At this point, the child is forced to review his/her progress in the process of inquiry.

Intuitively, effective teachers know children well and use appropriate methods to guide their learning in meaningful ways. CONNECTIONS IN SOCIAL STUDIES has been designed to assist teachers in dealing effectively with issues as they relate to the child and to the concept areas. As children and teacher explore the books in the series, they will be engaged in:

- recalling
- imagining
- classifying
- generalizing
- comparing
- evaluating
- analyzing
- synthesizing
- deducing
- inferring

All essential aspects of inquiry should be present as children are engaged in exploring issues that arise from discussion of the Student Books and as a result of classroom activity and interaction.

Exploring issues through inquiry involves processes which challenge children individually and, in certain cases collectively, to “resolve the issue” or adopt a stance in relation to it. The processes allow opportunities for children to decide for themselves, according to the evidence available, the values recognized as important, and the rules of logic. CONNECTIONS IN SOCIAL STUDIES provides opportunities both for exploring issues and for resolving decisions.

After “resolving an issue,” children should be impelled or challenged to apply their knowledge and abilities in a positive way. Therefore, the process recognizes knowledge, reason, and action as being inseparable aspects of inquiry.

Just as inquiry challenges children to become responsible for their own learning, so does it challenge “responsible decision-making and social action.” Judging the worth of decisions on the basis of consequences to others is an essential aspect of inquiry.



## Classroom Use

CONNECTIONS IN SOCIAL STUDIES can be used in a variety of situations, inside and outside the classroom. The booklet format gives the teacher flexibility in involving students in social studies activities. It allows for variety in teaching method dependent on differing student level of ability and a teacher's own personal style. The Teacher's Guide gives teachers direction and suggestions for using the material in many different classroom situations and to adapt the program to meet the needs and abilities of a specific class. The program can be used in any of the following classroom situations:

- teacher-directed approach  
The Student Books may be used in a "basal" approach, as primary resources to investigate the topics.
- small-group approach  
Smaller groups of children may work with the teacher on discussion areas while other children work on activities.
- pupil-to-pupil or paired-student approach  
Children may work in pairs on selected activities and discussion or read to one another.
- activity-centre approach  
Selected discussion points and activities may be put on tape to be used with the Student Books at a listening centre. Sentences from the Student Books could be taped for use at a listening centre with the Student Books. A library centre or corner could be established for individual reading.

Regardless of how the Student Books are used, it is suggested that they be available for children to read and look through individually, on their own time.

## Use of Covers

All of the Student Books have similar covers, designed with a "checkerboard" effect. The colour of each Student Book, the title, and the individual pictures will help children distinguish one book from another. These distinguishing characteristics should be pointed out or discussed with children.

The covers are intended to be used for instructional purposes. If children have difficulty concentrating on individual pictures or distinguishing one from another, teachers may wish to have children use a sheet of plain paper to cover up all but one or two of the pictures at a time.

## Organization of the Teacher's Guide

The pages of the Teacher's Guide, like the pages of the Student Books, are intended to act as a stimulus for teachers in making meaningful "connections" with and for children in their classrooms.

Each page is organized as follows:

- *Connections for Teachers* is a brief statement of intent from the authors. It is hoped that these connections will assist teachers in developing resourcefulness in planning classroom instruction.
- *Intended Connections* recognizes and identifies the competencies that should be developed in:
  - the concept area
  - the process area
  - the affective area
- *Making Connections* suggests discussion areas and activities which will assist in developing a comprehensive program and in making connections from the page to the child's own family. A variety of techniques and activities is suggested throughout the Teacher's Guide pages and teachers should adapt these to other pages and ideas as they wish.
- *Other Connections* suggests other areas within the curriculum for integration, enrichment, and utilization of related resources.

## Class Books

Teachers may wish to consider, before beginning each of the topics, the development of a class book. The class book would contain all the charts, graphs, and class projects dealing with the topics. Individual books could be made by each child, consisting of his/her own pictures, drawings, stories, and sentences. The class books would be a reference for the children during and after the units; the individual books could be taken home to share with each child's family.

## CONNECTIONS IN SOCIAL STUDIES

### *Can You Tell It's Me? Series* Scope and Sequence

Concept Areas	Process Areas (for all series in program)	Affective Areas
<ul style="list-style-type: none"> <li>identity                             <ul style="list-style-type: none"> <li>— physical</li> <li>— social</li> <li>— intellectual</li> <li>— emotional</li> </ul> </li> <li>interaction</li> <li>change</li> <li>self-concept</li> </ul>	<ul style="list-style-type: none"> <li>communication                             <ul style="list-style-type: none"> <li>— speaking, listening, reading, viewing, writing effectively</li> <li>— supporting point of view</li> <li>— identifying appropriate audience for message</li> </ul> </li> <li>cooperation                             <ul style="list-style-type: none"> <li>— taking various roles (listening/leading)</li> <li>— tolerating ambiguity</li> <li>— presenting ideas clearly</li> <li>— interacting with others democratically</li> <li>— understanding and empathizing with the decisions of others</li> <li>— providing support for group goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identification and definition of values of self and peers</li> <li>description of behaviour which reflects values of self and peers</li> <li>development of positive attitudes towards self and peers</li> <li>development of abilities to analyze values, make decisions, and reason morally about issues related to self and peers</li> </ul>

### *Can You Tell We Are A Family? Series*

Concept Areas	Process Areas (continued)	Affective Areas
<ul style="list-style-type: none"> <li>family structure</li> <li>family needs/wants</li> <li>family roles/responsibilities</li> <li>family cooperation/conflict</li> <li>family change</li> </ul>	<ul style="list-style-type: none"> <li>identification and definition of issues</li> <li>acquisition and use of information                             <ul style="list-style-type: none"> <li>— using a variety of sources (books, magazines, newspapers, charts, maps, graphs, tables, time-lines, television, radio, interviews)</li> <li>— organizing information</li> <li>— evaluating by categorizing, comparing/contrasting, distinguishing facts, point of view</li> <li>— developing concepts, generalizations</li> <li>— relating causes/effects</li> <li>— deducing conclusions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identification and definition of values of self and others as family members</li> <li>description of behaviour which reflects values of self and others as family members</li> <li>development of positive attitudes towards self and others as family members</li> <li>development of abilities to analyze values, make decisions, reason morally about issues related to self and others as family members</li> </ul>

## CONNECTIONS IN SOCIAL STUDIES

### *Can You Tell Where I Live? Series* Scope and Sequence

Concept Areas	Process Areas (continued)	Affective Areas
<ul style="list-style-type: none"> <li>• neighbourhood structure               <ul style="list-style-type: none"> <li>– physical</li> <li>– social</li> </ul> </li> <li>• interaction</li> <li>• environment</li> <li>• relationships</li> <li>• rules</li> <li>• institutions</li> <li>• lifestyles</li> <li>• change</li> <li>• recreation</li> <li>• transportation</li> <li>• goods/services</li> </ul>	<ul style="list-style-type: none"> <li>• decision-making               <ul style="list-style-type: none"> <li>– developing realistic alternatives</li> <li>– identifying consequences of alternatives for self and others</li> <li>– analyzing values involved in a decision</li> <li>– assessing consequences of an alternative based on a value</li> </ul> </li> <li>• decision-application               <ul style="list-style-type: none"> <li>– taking appropriate responsible action</li> <li>– identifying an appropriate strategy for a given situation</li> </ul> </li> <li>• making judgments               <ul style="list-style-type: none"> <li>– judging worth of consequences of a decision to self and others</li> <li>– reassessing decision criteria in light of new information or changing conditions</li> <li>– examining appropriateness of action to situation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identification and definition of values of self and others as members of a local community</li> <li>• description of behaviour which reflects values of self and others as community members</li> <li>• development of positive attitudes towards self and others as community members</li> <li>• development of positive attitudes towards the natural and social environment</li> <li>• development of abilities to analyze values, make decisions, and reason morally about issues related to self and others as community members</li> </ul>



## SERIES OVERVIEW/*Can You Tell We Are a Family?*

The family group is one of humanity's basic social units. In a broad context, the family is a group of members who live together and share responsibility for the well-being of each other. The young child will be familiar with the concept of family in terms of the family group to which he/she belongs. This may be a group consisting of two — one adult, one child — or be an expanded group consisting of a variety of combinations of adults and children.

The *Can You Tell We Are a Family?* books, as the second series in the CONNECTIONS IN SOCIAL STUDIES program, seek to help the child make intellectual and emotional connections as he/she increases the depth of understanding of his/her own family and to broaden the concept of family more generally.

The major concept areas explored in developing a wider and deeper understanding of family in this series are:

- family structure (membership)  
*Can You Tell We Are a Family? . . . People Make a Family.*
- family structure (size)  
*Can You Tell We Are a Family? . . . There Are Many Kinds of Families!*
- family change  
*Can You Tell We Are a Family by the Way We Change?*
- family socialization  
*Can You Tell We Are a Family by the Things We Do Together?*
- family roles/responsibilities, needs/wants  
*Can You Tell We Are a Family by the Way We Work Together?*
- family (composite of other concept areas)  
*Can You Tell We Are a Family?*

The families introduced in this series “belong” to the five children developed in the *Can You Tell It's Me?* Series. Although it is not *essential* that the *Can You Tell It's Me?* books precede the *Can You Tell We Are a Family?* books, children will recognize the five characters in the second series if they have used the first.

Each Student Book deals with one major concept area. The introduction and/or summary Student Book, *Can You Tell We Are a Family?*, uses scenes from each of the other five Student Books in the *Can You Tell We Are a Family?* Series. The . . . *There Are Many Kinds of Families!* Student Book uses all five families. The other four Student Books each develop a concept area using only one of the children and his/her family.

The Student Books are designed to “stand on their own,” ensuring maximum flexibility for classroom and individual use. However, a suggested sequence might be:

- *Can You Tell We Are a Family?*
- . . . *People Make a Family.*
- . . . *There Are Many Kinds of Families!*
- . . . *By the Things We Do Together?*
- . . . *By the Way We Work Together?*
- . . . *By the Way We Change?*
- *Can You Tell We Are a Family?*

The *Can You Tell We Are a Family?* Student Book, suggested for use as an introduction and/or summary, can indeed be used for both purposes. Ideas are supplied in the Teacher's Guide for either purpose.

In examining the concept of family through these dimensions, children are presented in a simple and clear way with the essential idea that a family is defined by many aspects, not just by structure. In this way, as well, children can see that differences in family lifestyle and makeup are acceptable and important, thus fostering tolerance for ambiguity and respect for self and others.

The *Can You Tell We Are a Family?* Series deals in an open and forthright manner with many complex and sensitive issues in family life. The pages are intended to act as a stimulus or catalyst for children to make intellectual and emotional connections to their own lives. The primary concern in the CONNECTIONS IN SOCIAL STUDIES program is the child, and *the depth to which any of the sensitive and complex issues in these books should be explored depends on the children in your classroom.* It is hoped that by having an opportunity to examine and confront many aspects of family life through an inquiry method and in a positive and caring atmosphere, children will increase their awareness of self and others, their tolerance for ambiguity, and respect for differences.

## TEACHING NOTES

# Can You Tell We Are a Family?



Connections  
In Social Studies



## Can You Tell We Are a Family?



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership and size)  
family change  
family socialization  
family roles and responsibilities

Process Area: categorizing  
developing the concept of family

Affective Area: developing understanding of distinctive human values (the value placed on family)

### CONNECTIONS FOR TEACHERS:

*This book is intended to be a summary or an introduction to the topic, family. As such, the book allocates one or two pages to the four major concepts developed: family structure (membership and size), family change, family socialization, and family roles and responsibilities. The last page asks children to think about these concepts in defining the "family."*

*The cover shows scenes from each of the other five books.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children locate the title of the book and read the question.
2. Ask children to look at the pictures on the cover and tell about what they see.
3. Try to have children categorize the pictures as: working together, doing things together, family changes, and people in a family. To do so, ask them what pictures belong together, and why.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Language Arts (Reading)

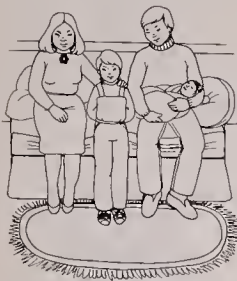
Locating the parts of a book — title, cover, page numbers

#### Books

Gay, Kathleen, *Family is for Living*. Delacorte.

#### Filmstrips (Sound)

*Five Families*. Scholastic Book Services.



## CONNECTIONS FOR TEACHERS:

**INTRODUCTION** Have children identify family membership as one way to define a family.

**SUMMARY** Use to evaluate children's understanding of family membership.

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

**Concept Area:** family structure (membership)

**Process Area:** developing concepts,  
generalizations

**Affective Area:** developing positive attitudes  
towards self and others as  
family members  
  
developing appreciation for  
diverse family memberships

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

**INTRODUCTION** Have children read the sentence on page one and look at the picture. Have them identify family members. Ask children for one word for all these family members. (People.). Ask children what this picture tells about the nature of a family. (A family is made up of people.)

**SUMMARY** Have children read the sentence on page one and look at the picture. Ask them to identify the family members. Ask them if this is a family and to give reasons for their answers. (Every family is made up of people.)

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

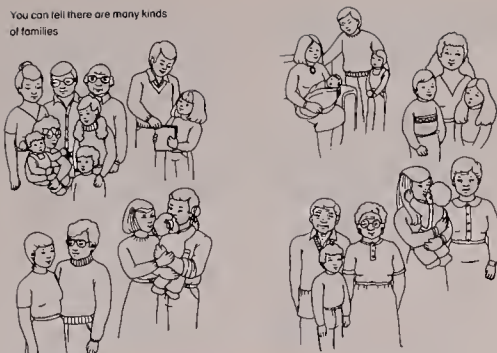
### Books

Edwards and Gibbons. *Myself and My Clothes*. Burke Publishing Limited.

Schlein, Miriam. *My Family*. Abelard-Schuman.



You can tell there are many kinds  
of families



2

3

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)

Process Area: comparing/contrasting  
categorizing  
developing concepts,  
generalizations

Affective Area: developing appreciation for  
different family sizes

## CONNECTIONS FOR TEACHERS:

*INTRODUCTION* Have children identify family size as one way to define a family.

*SUMMARY* Use to evaluate children's understanding of family size.

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

*INTRODUCTION* Have children read the sentence on page two and look at the pictures on pages two and three. Ask children how many people there are in each group. Ask them what these pictures tell about families. (Families can have different numbers of people.)

*SUMMARY* Have children read the sentence on page two and look at the pictures on pages two and three. Ask children to identify family members. Ask them if these are all pictures of families and, if so, why. Reasoning is important. (Families can have different numbers of people.) Ask children what different kinds of families there are.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

### Books

Bishop, Claire Huchet. *Twenty-two Bears*.  
Viking Press.

You can tell we are a family by  
the way we change.



## CONNECTIONS FOR TEACHERS:

**INTRODUCTION** Have children identify family change as one way to define a family.

**SUMMARY** Use to evaluate children's understanding of family change.

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change

Process Area: developing concepts,  
generalizations  
tolerating ambiguity

Affective Area: developing tolerance for  
ambiguity  
developing positive attitudes  
towards family change

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

**INTRODUCTION** Have children read the sentence on page four and look at the pictures. Have children identify possible changes shown in the pictures. Ask children what these pictures tell about families. (Families change.)

**SUMMARY** Have children read the sentence on page four and look at the pictures. Have children identify possible changes and the feelings of different family members. Ask them what other changes they can think of that happen in families.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Fisher, Aileen. *Best Little House*.  
T. Y. Crowell.

Miles, Miska. *Annie and the Old One*.  
Little, Brown.

Viorst, Judith. *The Tenth Good Thing about Barney*. Atheneum.



You can tell we are a family by  
the things we do together.



5

## CONNECTIONS FOR TEACHERS:

**INTRODUCTION** Have children identify the many things that families do together as another way to define "family."

**SUMMARY** Use to evaluate children's understanding of family functions (socialization).

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization

Process Area: developing concepts,  
generalizations

Affective Area: developing an appreciation for  
contributions of family  
members to each other's  
welfare

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

**INTRODUCTION** Have children read the sentence on page five and look at the pictures. Ask what things this family is doing together. Ask them what these pictures tell about families. Have children collect pictures of family activities from magazines and newspapers. Have them classify them as indoor/outdoor, at-home/away-from-home, and spring/summer/fall/winter activities.

**SUMMARY** Have children read the sentence on page five and look at the pictures. Ask children what other things families do together, and why. Invite parents to come to class and tell about activities that their families do together. Have them bring slides or pictures, if possible.

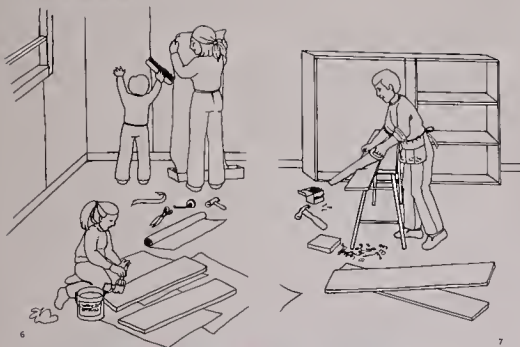
### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Fisher, Aileen. *In the Middle of the Night*.  
T. Y. Crowell.

Kumin, Maxine. *The Beach Before  
Breakfast*. Putnam.



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family roles and responsibilities

Process Area: developing concepts, generalizations, categorizing

Affective Area: developing appreciation for contributions of family members to the family welfare

### CONNECTIONS FOR TEACHERS:

**INTRODUCTION** Have children identify "working together" as another way of defining "family" (structure).

**SUMMARY** Use to evaluate children's understanding of family roles and responsibilities in meeting needs and wants.

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

**INTRODUCTION** Have children read the sentence on page six and look at the pictures on pages six and seven. Ask them what work is being done. Ask children to think of other work family members do. Have them categorize their ideas into work inside the home and work outside the home. Ask children why families work inside and outside the home.

**SUMMARY** Have children read the sentence on page six and look at the pictures on pages six and seven. Have them tell why families need to work together inside and outside the home.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Goudey, Alice E. *Here Come the Bees!* Scribner.

Tudor, Tasha. *Becky's Birthday.* Viking Press.

We're a family! We're a family!  
How can you tell?



8

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family

Process Area: developing concepts,  
generalizations

Affective Area: developing attitudes of  
appreciation for the many  
dimensions of a family

### CONNECTIONS FOR TEACHERS:

*INTRODUCTION Have children identify some of the ways a family can be defined.*

*SUMMARY Have children reflect upon the many dimensions of family life that they have explored.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

**INTRODUCTION** Have children read the sentences on page eight and look at the picture. Ask them what the picture tells about what a family is. Ask children how one can tell that a family is a family. Suggest that they review other pages and make a class chart with the stem sentence, "You can tell we are a family by . . . ."

**SUMMARY** Have children read the sentences on page eight and look at the picture. Ask children to tell about the many ways one can tell that a family is a family. Review the book with them if necessary. Make a class mural, if one has not already been made, of the different ways one can tell a family. (By the people, size, change, work done together, and so on.)

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts

# Can You Tell We Are a Family?

*...People Make a Family.*



Connections  
In Social Studies



Can You Tell  
We Are a Family?  
... People Make a Family.



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)  
• nuclear/extended family

Process Area: acquiring information from pictures  
hypothesizing possible family members and relationships  
comparing/contrasting family memberships in the class

Affective Area: developing positive attitudes towards self and others as family members

### CONNECTIONS FOR TEACHERS:

Young children often think of family membership only in terms of the family group to which they belong. This book will focus on family structure in terms of the concept of membership, exploring many possible family compositions. Relationships of the people who may compose a family group are emphasized. The concepts of nuclear and extended family will be introduced and children will explore the idea that family groups may have different memberships.

The cover is intended to expose children to a variety of family compositions and to have them identify possible family members.

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children with whom they live. Take all responses. Identify this group as "family."
2. Discuss the book's title with children. Ask who the people are whom they think make a family. Take all responses, keeping in mind the varied family backgrounds children may have. (Foster/adopted/step-brothers or sisters.) Accept any title a child wishes to confer on those included in his/her family.
3. Have children look at the cover, front and back. You may wish to have children use a sheet of paper to cover all but one or two of the pictures at a time. Have children speculate as to who the family members might be. Emphasize possible relationships by asking questions such as:
  - How could the girl be related to the man and woman? (Father/mother, brother/sister, son/daughter, husband/wife, grandfather/grandmother, uncle/aunt, nephew/niece, cousins, children, parents, grandparents, relatives.)

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Language Arts (Reading)

Locating parts of a book – title, cover, page numbers

#### Language Arts (Vocabulary)

Family relationships – father, mother, brother, sister, son, daughter, husband, wife, grandfather, grandmother, uncle, aunt, nephew, niece, cousins, children, parents, grandparents, relatives

#### Books

Schlein, Miriam. *My Family*. Abelard-Schuman.

Sen, Felicity. *My Family*. Bodley Head.

#### Study Prints

Owen, Edward E. *One World/The Family: Discussion Picture Program for Elementary Social Studies*. Year One/Concept A – Families differ. Fitzhenry and Whiteside.





Can You Tell  
We Are a Family?  
... People Make a Family.



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

4. Prepare a number of 10 cm x 10 cm squares of paper. Have each child take as many squares as there are members in his/her family, including one for himself/herself. Have children draw and label one family member on each square. Staple all the squares from top to bottom on a long strip of paper. Have children compare and contrast family memberships. Display the finished activity on the bulletin board as "People in My Family."
5. Make simple paper cutouts of men, women, and children of assorted ages. Children may use these figures to build families.

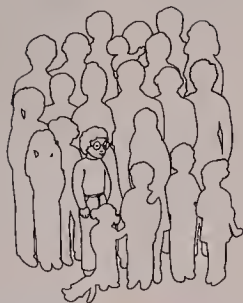
### CONNECTIONS FOR TEACHERS:

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)



Can you tell we are a family?  
People make a family.



## CONNECTIONS FOR TEACHERS:

*The child is a member of the family group. Although the children in your classroom will have experienced differing family compositions, each family group will contain at least one adult and one child.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)  
• the child

Process Area: deducing conclusions

Affective Area: developing an attitude towards  
oneself as a significant family  
member

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the question and statement on page one and look at the picture.
2. Ask children why they think only the boy is coloured in on the picture.
3. Ask children why they think we have families. Ask if the boy could live by himself and why each family group needs at least one adult. (A child needs an adult to care for him/her.)
4. Ask children who they think the other people in the picture might be.
5. Children might enjoy drawing a picture of themselves and their own families in a style similar to that of the picture on page one. Family members could be coloured in as the book proceeds.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
people

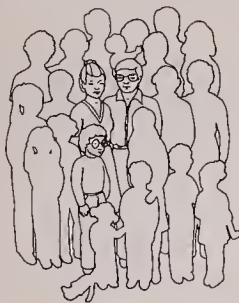
Books

Brown, Myra. *Company's Coming for Dinner*. Hale.

Mayers, P. *Just One More Block*. Albert Whitman.

Filmstrips

*They Need Me*. Churchill Films.



2

## CONNECTIONS FOR TEACHERS:

*The idea that there are alternative family compositions in which there are not two parents should be explored in terms of the experiences of the children. The fact that many children do not come from two-parent families is recognized by use of the word sometimes and should be dealt with in an open and sincere manner. Children should understand that each kind of family is important.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)  
• nuclear family (parents, mother and father)

Process Area: tolerating ambiguity/diversity  
in family membership

Affective Area: developing an attitude towards  
parents of empathy, respect,  
and concern

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read page two and look at the picture.
2. Discuss with children the idea that *sometimes* there are mothers and fathers in a family. Ask children to think of times when a family might not have both a mother and a father. Accept all logical explanations.
3. Ask children if they know another name for *mother* and *father*. (Parents.)
4. Have children find out the first names of their parents.

### OTHER CONNECTIONS

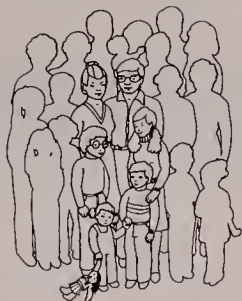
(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Denison, T. S. *Fathers, Fathers, Fathers*.  
Young.

Denison, T. S. *Mothers, Mothers, Mothers*.  
Young.

Holl, A. *My Father and I*. Franklin Watts.



## CONNECTIONS FOR TEACHERS:

*Children in families may be adopted, be foster children, be children from previous marriages (step-children), or be natural children. When exploring the idea of brothers and sisters, these relationships should be recognized and dealt with as they come from the children's experiences.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)  
 • nuclear family (sisters and brothers, children)

Process Area: categorizing

Affective Area: developing an attitude towards sisters and brothers of empathy, respect, and concern

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to read page three and to look at the picture.
2. Ask how many *sisters* the boy has, how many *brothers*.
3. Ask how many *children* there are in this family.
4. Have children refer back to the family membership activity done for the cover, "People in My Family." Using his/her own strip of cards, have each child state the following relationships *orally*:
  - I have . . . sister/s and . . . brother/s.
  - My parent/s has/have . . . child/children.
5. Give each child two pieces of paper large enough so that the words *Yes* and *No* can be seen by you when the pieces of paper are held up. Have children print *Yes* on both sides of one piece of paper and *No* on both sides of the other piece of paper. Tell children that each should decide which of the statements read out best matches himself/herself and then hold up the correct piece of paper. Have children respond as the following statements are read.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
 brothers, sisters, children

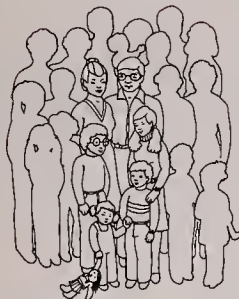
Books

Bishop and Weise. *The Five Chinese Brothers*. Coward, McCann.

Lasker, J. *He's My Brother*. Albert Whitman.

Peterson. *I Have a Sister*. Harper and Row.

Zolotow, Charlotte. *Big Sister and Little Sister*. Harper and Row.



## CONNECTIONS FOR TEACHERS:

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

- I am a sister.
- I am a daughter.
- I am a brother.
- I am a son.
- I have a sister.
- I have a brother.

6. Have each child draw a picture of himself/herself. Assist children in printing on the pictures all the names by which they could be called. (John, son, brother, cousin, boy, nephew, grandson, and so on.)

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)



## CONNECTIONS FOR TEACHERS:

*Pages four and five introduce the idea of the extended family — grandparents, aunts, uncles, and cousins. These relatives usually do not live with the nuclear family, although there may be examples in your classroom in which a member of the extended family does live with the nuclear group. Relationships should be stressed as children explore the idea of the extended family.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)  
 • extended family (aunts, uncles, cousins, relatives)

Process Area: categorizing

Affective Area: developing an attitude towards relatives of empathy, respect, and concern

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to read page four and to look at the picture.
2. Have children refer back to page three and note the number of people added to the picture on page four.
3. Ask children how family members such as *aunt*, *uncle*, and *cousin* are related to family members such as *mother*, *father*, *brother*, and *sister*. Discuss and clarify such relationships. (Aunt — my father's sister, my mother's sister; uncle — my father's brother, my mother's brother; cousins — the children of my aunts and uncles.)
4. Ask children about the times they see family members such as aunts, uncles, and cousins. (Special celebrations, summer holidays.)
5. Ask how this group of family members is different from the previous group of family members discussed (mothers, fathers, brothers, sisters). Elicit the idea that they may not live with one, that they are not seen as frequently, and that they are not as closely related to one.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
 aunt, uncle, cousin, relative

Mathematics  
 Grouping

Books  
 Bettina. *Of Uncles and Aunts*.  
 Zolotow, Charlotte. *The Sky Was Blue*.  
 Harper and Row.



### INTENDED CONNECTIONS

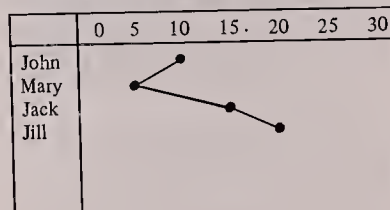
(CONCEPT, PROCESS, AFFECTIVE AREAS)

### CONNECTIONS FOR TEACHERS:

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

6. Have children bring, if you wish, a list of the family groups to which their parents belong. (Parents, brothers, sisters.) This information may be used to discuss and make family trees and/or to make a class graph of the number of people in each child's extended family.



### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)





5

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)  
 • extended family (grandmother, grandfather, grandparents)

Process Area: categorizing  
 comparing/contrasting

Affective Area: developing an attitude towards  
 grandparents of empathy,  
 respect, and concern

## CONNECTIONS FOR TEACHERS:

*Grandparents are usually a very special part of the child's extended family. Children should realize that their two sets of grandparents are the parents of their mothers and the parents of their fathers. Some children may only know one grandparent or one set of grandparents. This is one reason that only two grandparents are shown in the picture on page five.*

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

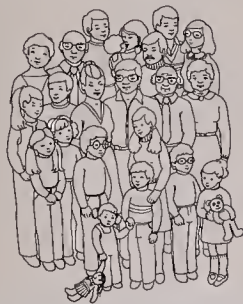
1. Ask children to read page five and to look at the picture.
2. Have children refer back to page four and tell who the last two people to be coloured in are.
3. Ask children who their grandparents are. Establish the way in which grandparents are related to the family. (Grandmother Smith — my mother's mother, Grandmother Jones — my father's mother.)
4. Ask if any children have great-grandparents. If so, discuss this relationship.
5. Refer back to the membership activity for the cover, "People in My Family," to see which children have grandparents living with them.
6. Children may want to tell where their grandparents live. Locations could be marked on a map or globe.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
 grandmother, grandfather, grandparent

Books  
 Barach, Barbara. *Grandpa*. Harper and Row.  
 Buckley, H. *Grandfather and I*. Lothrop.  
 Buckley, H. *Grandmother and I*. Lothrop.  
 Lou, Alice. *Grandmas and Grandpas*.



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### CONNECTIONS FOR TEACHERS:

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

7. Some children may wish to make family albums, drawing and labelling each family member. More able students may write in relationships. (Grandpa Jones — my father's father.)
8. Children may be interested in hearing what other children call their grandparents. A class list could be made.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

We need the people in our family



## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)  
• roles and responsibilities

Process Area: organizing information

Affective Area: developing an appreciation for  
the contributions of family  
members to one's welfare

## CONNECTIONS FOR TEACHERS:

*Families, nuclear and extended, help to meet the needs of their members and share in some degree the responsibility for the well-being of members.*

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page six and look at the pictures on pages six and seven.
2. Ask how the pictures show that we need the people in our families. Discuss who the family members might be in each situation.
3. Ask in what other ways we need the people in our families.
4. Make a class list of family members and of what children need them for.

Mother —  
Father —  
sister —  
brother —

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

### Books

Barrett, Judi. *Peter's Pocket*. Atheneum.

Boegehold, Betty. *Three to Get Ready*. Harper.

Hoban, Russell. *Nothing to Do*. Harper and Row.

Hoff, Syd. *My Aunt Rose*. Harper and Row.

Zolotow, Charlotte. *Do You Know What I'll Do?* Harper and Row.

Zolotow, Charlotte. *William's Doll*. Abelard-Schuman.

Can you tell we are a family?  
Who are the people in your family?



6

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (membership)

Process Area: comparing/contrasting  
developing realistic alternatives  
demonstrating tolerance of  
diverse family memberships  
developing concepts,  
generalizations (What is a family?)

Affective Area: developing positive attitudes  
towards self and others as  
family members

### CONNECTIONS FOR TEACHERS:

*After completing the activities and discussion related to . . . People Make a Family, children should be more aware of diverse family structures, in terms of membership and the acceptability of different family memberships in our society. They should also be aware of how their families are the same and different from other families, in terms of membership.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the two questions on page eight and look at the picture.
2. Have children identify possibly family members. Ask which family members are needed to make a family, and why. This exercise may be used to evaluate children's thinking about necessary family members.
3. Refer back to the chart, "People in My Family," to discuss the second question posed on page eight.
4. Have children draw their "ideal" family, consisting of those people with whom they would most like to live.

### OTHER CONNECTIONS

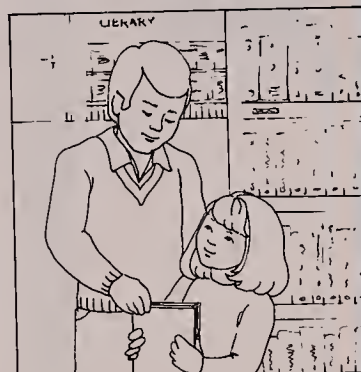
(INTEGRATION, ENRICHMENT AND RESOURCES)

Art

Language Arts

# Can You Tell We Are a Family . . .

*There Are Many Kinds  
of Families!*



Connections  
In Social Studies





Can You Tell  
We Are a Family...  
There Are Many Kinds  
of Families!



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)

Process Area: comparing/contrasting family  
sizes  
organizing information (graphing)

Affective Area: developing an appreciation for  
family groups of varying size

### CONNECTIONS FOR TEACHERS:

Young children often think of family size only in terms of the family group to which they belong. This book will focus on family structure in terms of the concept of size, exploring the many aspects of family size, including small/large families, two-parent/single-parent families, and families with natural/adopted/foster children. The concepts of nuclear and extended family will be further developed as children recognize that there may be different groupings, each of which may be called a "family."

The cover is intended to expose children to a variety of family structures in terms of size and to have them identify many possible kinds of families.

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children identify and read the book's title. Ask them to tell what different kinds of families they can think about. Take all responses.
2. Have children look at the cover, front and back. Ask them to look at the family groups and to see if they can find groups like their own families. Discuss each family group on the cover in terms of size and membership. Ask how the families are alike. (Have adults and children.) Ask how the families are different. (Size and membership — mother and children; young couple; couple and baby; young woman, older woman, two children; older couple and child; couple and two children; father and child; couple, grandfather, four children.)
3. Using the children's families, make a class graph. The graph can use cutout figures for the number of people, and dots for the children's names.

My family has . . .	
2 people	• • •
3 people	• • •
4	• • • •
5	• • •

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

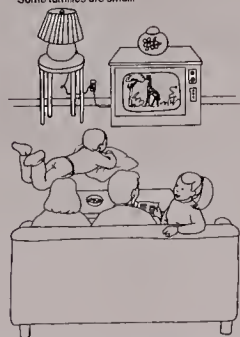
Language Arts (Reading)  
Locating parts of a book — title, cover,  
page numbers

Mathematics  
Graphing

Books  
Simon, Norma. *All Kinds of Families*.  
Albert Whitman.

Study Prints  
Owen, Edward E. *One World/The Family*:  
*Discussion Picture Program for Elementary*  
*Social Studies*. Year One/Concept A —  
Families differ. Fitzhenry and Whiteside.

Some families are small.



## CONNECTIONS FOR TEACHERS:

*The discussion of what a "small" family might be should centre around the number of people in the family. A nuclear family may be small or large in number, just as an extended family may be small or large in number. Children should understand that a "small" family, in terms of number of people, may be a nuclear or an extended family.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)

Process Area: categorizing  
developing alternatives  
identifying consequences

Affective Area: identifying values of self and others as family members

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have the children read the sentence on page one and look at the picture. Identify possible family members.  
— How many people are in this family?
2. Discuss how many people might be in a "small" family.
3. Ask how many people would be in the "smallest" family. (Two people — one adult, one child.)
4. Have children look at the class graph made for the cover and see how many "small" families there are in the class.
5. Have children, if you wish, think about the advantages and disadvantages of living in a small family. They could complete stem sentences such as: "I would/would not like to live in a small family because . . ."
6. The sentence completion could be followed by a question such as:  
— If you would like to live in a small family, what does this show about what you think is important?  
A similar question could be asked for the negative response.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Hazen, Barbara Shook. *Why Couldn't I Be an Only Kid Like You, Wigger?*



## CONNECTIONS FOR TEACHERS:

*The idea of a "large" family, in terms of number of members, may be explored with reference to the nuclear family, as well as to the extended family.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)

Process Area: comparing/contrasting  
categorizing

Affective Area: identifying values of self and  
others as family members

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to read the sentence on page two and to look at the picture.  
— How many people are in this family?
2. Ask children how this family is different from the family on page one. (More children, grandparents, other adults.)
3. Have children suggest who the family members might be and what is happening in the picture. You may wish to make this exercise into an oral or written class story with each child contributing a sentence.
4. Discuss how many people might be in a "large" family. Look at the class graph to see how many "large" families there are in the class.
5. Have children, if you wish, think about the advantages and disadvantages of living in a large family. They could complete stem sentences such as: "I would/would not like to live in a large family because . . ."

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Bishop, Claire Huchet. *Twenty-Two Bears*. Viking Press.

Bromhall, W. *Middle Matilda*. Alfred A. Knopf.

Sonneborn, Ruth. *Seven in a Bed*. Viking Press.

In some families there are two parents



## CONNECTIONS FOR TEACHERS:

*For some children, the concept of "family" no longer means a two-parent unit. The intention of this page is to recognize this and to present the idea that some families have two parents.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

- Concept Area: family structure (size)  
 • two-parent families
- Process Area: tolerating ambiguity
- Affective Area: developing positive attitudes about diverse family structure

### MAKING CONNECTIONS

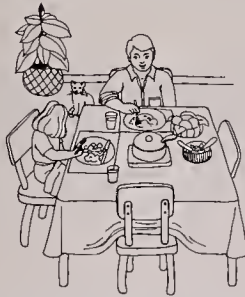
(ACTIVITIES AND DISCUSSION)

1. Ask the children to read the sentence on page three and to look at the picture. Make sure children understand the word *parents* by having them identify *mother* and *father* as parents.
2. Have children begin a bulletin-board display of many kinds of families by cutting out different groupings of two-parent families with varying numbers and ages of children.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
 parents



## CONNECTIONS FOR TEACHERS:

*The intention of this page is to help children recognize that a "family" can consist of one parent and a child or children. The reasons for single-parent families are many and the discussion stimulated by this page should stem from the experiences of the children in your classroom. Some children may feel very sensitive about having one parent and any discussion should be aimed at generating positive feelings and understandings for all children.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)  
• single-parent families

Process Area: tolerating ambiguity

Affective Area: developing positive attitudes  
about diverse family structure

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to read the sentence on page four and to look at the picture.
2. Ask children to make up a story about what they think is happening in the picture.
3. Give children an opportunity to discuss situations they can think of where there may be one parent.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Eichler, Margrit. *Martin's Father*. Lollipop.



Some families have children.



5

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)  
• natural children

Process Area: relating cause and effect  
deducing conclusions

Affective Area: identifying values as expressed  
by feelings  
developing understanding and  
empathy for other family  
members

## CONNECTIONS FOR TEACHERS:

Many children in your classroom will have experienced the birth of a sibling. The picture on this page is intended to stimulate discussions of families "having" children rather than families adding children through adoption, remarriage, or foster care.

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to read the sentence on page five and to look at the picture.
2. Ask children to tell what is happening.  
— Who are the people?
3. Ask children how different family members feel, and why.
4. Ask children what changes may take place in the family as a result of a new baby. Ask them what changes would take place for a six-year-old.
5. Give children the opportunity to tell about new babies in their homes and about how this has resulted in change for various family members.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

### Books

Alexander, Martha. *Nobody Asked Me If I Wanted a Baby Sister*. Dial Press.

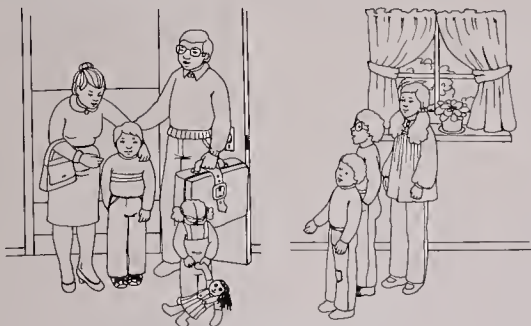
Berger. *A New Baby*. Raintree Children's Press

Ernst. *Danny and His Thumb*. Prentice-Hall.

Iwasaki, Chihiro. *A New Baby is Coming to My House*. McGraw-Hill.

Jarrell, Mary. *The Knee Baby*. Farrar, Strauss, Giroux.

Keats, J. E. *Peter's Chair*. Bodley Head.



## CONNECTIONS FOR TEACHERS:

*The idea of a family caring for children other than the natural children of the marriage is important to explore. The concept of "caring" is extended by the notion that we can and should care for others who may not have a family of their own. This may be developed through discussion of adopted and foster children, as this relates to the children in your classroom, as well as through more global content such as families assisting refugees or adopting and helping a child in another part of the world. (Depth of the discussion of foster and adopted children should depend upon the children in your classroom.)*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)  
• foster care, adoption

Process Area: relating cause and effect (Why do families care for other children?)

Affective Area: description of behaviour that reflects values of self and others as family members (What can we do to show we "care" about children who need a family?)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to read the sentence on page six and to look carefully at the pictures on pages six and seven. (Note that the child coming into the home is from a different race, in order to show visually the concept of a family "caring" for another child.) Ask children what they think is happening in the pictures. Responses will vary depending upon the experiences of the children.
2. Ask who the boy might be and why this family might be caring for him. Take all logical responses. Emphasize the special nature of families who care for foster or adopted children. The words *foster* and *adopted* do not need to be introduced unless children bring them out in the discussion.
3. Make an experience chart with sentences children come up with. (Why the family might care for other children.)
4. Have a foster parent or someone from a social service agency come in to talk to the class about foster care and adoption.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Lapsley, Susan. *I Am Adopted*. Bradbury Press.

Warren, Betty. *The Pretty House That Found Happiness*. Steck Vaughan.

Wasson, V. *The Chosen Baby*.

Can you tell we are a family?



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family structure (size)

Process Area: comparing/contrasting how families are the same or different  
developing realistic alternatives  
demonstrating tolerance of diverse family structures  
developing concepts, generalizations (What is a family?)

Affective Area: developing positive attitudes towards self and others as family members

### CONNECTIONS FOR TEACHERS:

*After the activities and discussion related to . . . There Are Many Kinds of Families, children should be more aware of many family structures, diverse in size and membership, and the acceptability of these within our society. They should also be aware of how their families are the same and different from other families.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the question on page eight and look at the picture. Ask:
  - What is the same/different about the family groups shown? (Number of people, who they are, what they are doing.)
2. Ask children if, and why, each group is or is not a family. This question can be used to evaluate children's thinking about diverse family groups.
3. Relate children's own families to the idea that there are many kinds of families by making a class mural, "There Are Many Kinds of Families." Have children cut out or draw appropriate figures to represent their families. Display and label the children's family groupings as the class mural.

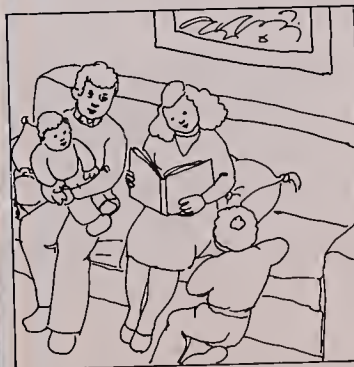
### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Art

Language Arts

# Can You Tell We Are a Family by the Things We Do Together?







Can You Tell  
We Are a Family by the  
Things We Do Together?



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization  
• lifestyle

Process Area: categorizing

Affective Area: identifying values of family  
members

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children locate the title of the book and read it with them. Identify the title as a question and note the question mark.
2. Have children look at the cover, front and back. Ask them to describe what the family is doing in each picture. Ask children what these are all pictures of. (A family doing things together.)
3. Ask children to think about the favourite thing they do with their families. Have them draw a picture of this.
4. Pictures may then be categorized as: having fun, learning, making rules, celebrating, and so on. Children could be asked to tell what various pictures show about what families think important.

### CONNECTIONS FOR TEACHERS:

*Human beings function in social groups. The family is a major and important group in which the child socializes. Family members do many things together and for each other. The intention of this book is to focus on the following: having fun together, learning together, making rules together, caring for family members and others together, and celebrating together.*

*The cover shows a variety of activities families engage in as they play, learn, and care for each other, as a social group.*

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Language Arts (Reading)

Locating parts of a book – title, cover, page numbers

#### Books

Adoff, A. *Make a Circle, Keep Us In – Poems for a Good Day*. Delacorte.

Gauch, Patricia Lee. *Grandpa and Me*. Coward, McCann.

Meeks, Esther K. and Bagwell, E. *Families Live Together*. Follett Publishing Company.

Parsons, Ellen. *Rainy Day Together*. Harper and Row.

#### Study Prints

Owen, Edward E. *One World/The Family: Discussion Picture Program for Elementary Social Studies*. Year One/Concept B – The family serves many functions. Fitzhenry and Whiteside.





## CONNECTIONS FOR TEACHERS:

*One of the roles a family group fulfills is providing a group with which to have fun and to play. Children should be aware that all members of the family like to have fun and to play together. Children should be able to distinguish between leisure-time activities engaged in for recreation and enjoyment and other activities connected with work or obligations.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization  
• recreation

Process Area: deducing conclusions  
developing realistic alternatives  
organizing information (charting)

Affective Area: developing abilities to reason morally (What would happen if everyone played all the time?)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence and look at the pictures on page one.
2. Ask them to tell what the family is doing in each picture. Ask why they think the family is doing the activity.
3. Ask children to identify the favourite game (activity) they play with their own families outside and inside. Make a class list.

Our families play together.	
Inside, we play . . .	Outside, we play . . .

4. Ask children when their families can play these games.
  - All the time?
  - Everyday?
  - In the evenings?
  - On Saturdays and Sundays?
  - During holidays?

Ask children what various family members do the rest of the time. (Work inside/outside the home, go to school.)

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Health  
Importance of exercise, fresh air

Books  
Sonneborn, Ruth A. *Friday Night Is Papa Night*. Viking Press.

Families play together.



## CONNECTIONS FOR TEACHERS:

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

5. Ask children what they think would happen if the family played *all* the time, worked *all* the time. Encourage different ideas.
6. Help children conclude that families need a balance of work and play by asking what could be done to keep the extremes suggested in question five from happening.
  - What can we do instead?

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Families go on trips together.



## CONNECTIONS FOR TEACHERS:

*Most children will have experienced going on some kind of family trip. This may include a day trip by car to a beach, park, or farm, or trips of longer duration and distance where the means of transportation may be an airplane or a train. Children should be aware of some of the purposes of family trips and also of how roles and responsibilities may change in a different setting.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization

- recreation
- learning

Process Area: organizing information (mapping, drawing a picture)

cooperating (listening/leading, presenting ideas clearly, interacting democratically)

Affective Area: developing an appreciation for the contributions of family members to one's welfare

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page two and look at the pictures.
2. Ask children to tell what they see in the pictures. Develop a class-experience chart or an oral story about what is happening.
  - Where is the family going? Why?
  - What will they be doing?
  - How is this day different from regular days at home?
  - What do family members do differently?
  - How do family members feel? Why?
3. Ask children to tell why their families go on trips.
4. Have them draw a picture of a family trip and tell one thing they do differently from what they would do on a regular day, because they are on a trip.
5. Ask children *where* their families go on trips. Locations may be plotted on a large map.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
trip



3

## CONNECTIONS FOR TEACHERS:

*Although young children learn a tremendous amount from their family groups, many do not perceive that they learn from others in their families. This page should stimulate ideas related to the many ways that children and other family members learn in the family group.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization  
• learning

Process Area: deducing logical conclusions

Affective Area: developing an appreciation for the contributions of family members to one's welfare

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page three and look at the pictures.
2. Ask who the people are in each picture and what is happening.
3. Ask children what the people in the pictures might be learning.
4. Have children think of times their own families learn new things together. Discuss these with them. Have children complete the stem sentence, "My family learns new things together when . . .," orally and then draw a picture of the activity.
5. Have children, if you wish to pursue this topic, think of things they learn from specific family members, as well as what they can *teach* other family members.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
**learn**

Books  
Williams, Barbara. *Kevin's Grandmother*.  
Dutton.



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization  
• rules

Process Area: defining an issue (Should rules apply to all family members?)  
organizing information (listing, charting)  
making decisions  
applying decisions

Affective Area: identifying family values as expressed in rules  
describing family behaviour that reflects specific values (rules)

### CONNECTIONS FOR TEACHERS:

*The family group, like all human groups, develops rules to control the behaviour of its members. Young children are aware of family rules and of how their lives are affected by them. This page should stimulate ideas about why family rules are made, about how they should be applied to various family members, and about what a "good" family rule is.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page four and look at the picture.
2. Ask children to tell what they think is happening. (Note the time shown on the clock.)
3. Ask children what family rule is being followed in the picture.
  - Why was this rule made?
  - Does it apply to all family members?
  - Should the rule apply to all family members?
  - What would happen if *all* family members had to go to bed at eight o'clock? Would this be fair?
4. Have children tell about the family rules they have at home.
  - Are there rules for going to bed, getting up?
  - Are there health rules about bathing, brushing teeth?
  - Are there rules to be followed when eating, playing with siblings and friends, watching TV?
  - Who made the rules?

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

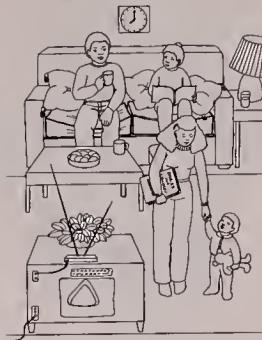
Language Arts (Vocabulary)  
rule

Books:

Zolotow, Charlotte. *When I Have a Little Girl*. Harper and Row.

Zolotow, Charlotte. *When I Have a Son*. Harper and Row.





## CONNECTIONS FOR TEACHERS:

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

- What do the rules tell about what certain family members think important?

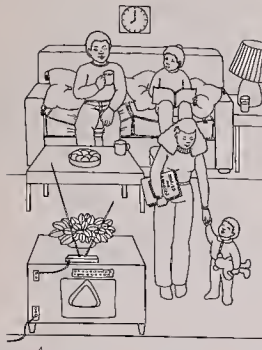
Make a class list. Have children put their names by the rules followed in their families.

Family Rules	Who follows them?
<ul style="list-style-type: none"> <li>• brush teeth morning and night</li> <li>• bedtime — 7:30 p. m.</li> <li>• no running in house</li> <li>•</li> <li>•</li> <li>•</li> </ul>	Joan, Terry, Bob, Alice

5. Using the class list, discuss why each rule was made, if it should apply to everyone in the family, and what might happen if the rule weren't there.
6. In helping children to make judgments about whether or not the family rules listed are "good" rules, for each one ask:
  - Does the rule help a problem?
  - Does the rule treat everyone fairly?

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)



## CONNECTIONS FOR TEACHERS:

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

7. Have children make a word-and-picture fold-out using the stem sentence, "When I am a mother/father . . .," to illustrate family rules they would have. Using the two criteria, children should be able to tell whether or not their rules are "good."

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)



5

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

- Concept Area: family socialization
- care for other family members
- Process Area: developing realistic alternatives  
taking action on alternatives
- Affective Area: developing caring attitudes  
towards others

## CONNECTIONS FOR TEACHERS:

Pages five and six focus on the concept of “pro-social” behaviour, the idea that we care for family members, others, and our natural environment for altruistic reasons. Children should understand that “caring” behaviour should be displayed for intrinsic satisfaction rather than for extrinsic reward.

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page five and look at the picture.
2. Ask children to tell what is happening.
  - How is the older child showing that she “cares” for the younger child?
3. Develop a list of “caring” behaviours with children by asking:
  - How can a parent (mother/father) show care for her/his children?
  - How can a child show care for his/her parent/s?
  - How can an older child show care for a younger child?
4. Have children choose a family member and complete and illustrate the stem sentence, “I can show I care about my . . . by . . . .”
5. This may be done for more than one family member. Children should be encouraged to “follow through” with these stated “caring” behaviours at home.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
care

Books

Barkin and James. *Doing Things Together*.  
Raintree Children’s Press.

Hall, Adelaide. *Bright, Bright Morning*.  
Lothrop.

Kraus, Robert. *Rebecca Hatpin*. Dutton.

Zolotow, Charlotte. *Some Things Go Together*. Abelard-Schuman.

Zolotow, Charlotte. *William’s Doll*.  
Abelard-Schuman.

Families care about others.



Families care about their world.



6

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization

- care for others
- care for natural environment

Process Area: description of behaviour that reflects values of self and other family members as "caring" individuals

Affective Area: developing realistic alternatives taking action

### CONNECTIONS FOR TEACHERS:

*This page explores the idea that families should also display "caring" behaviour for others and for their natural environment. Children should begin to explore the idea of "caring" for others through volunteer work, helping friends and neighbours, and identifying activities they personally can engage in to help and care for others and their natural environment.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to read the sentence at the top of page six and to look at the picture. Ask them to tell what is happening and how they think the woman is showing that she cares for others.
2. Repeat this procedure for the sentence in the middle of page six and its accompanying picture.
3. Ask children to think of ways they can show that they care about others such as: a new child in class or in the neighbourhood, an older person, a younger person, a sick person, and a handicapped person.
4. Ask children, if you wish, for examples of how their families care for or help others.
5. Ask children to give examples of how their families may show that they care for the natural environment.
6. Have children think of ways they can show they care for their natural environment, including such areas as: the school playground, their neighbourhood, and the local parks and playgrounds.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Science

Caring about the natural environment

Books

Ardizzone, Edward. *Lucy Brown and Mr. Grimes*. Bodley Head.

Cherr, Pat and Keats, Ezra. *My Dog Is Lost*. T. Y. Crowell.

Hoff, Syd. *My Aunt Rose*. Harper and Row.

Lystad, Mary. *That New Boy*. Crown.

Mathis, Sharon Bell. *The Hundred Penny Box*. Viking Press.



## CONNECTIONS FOR TEACHERS:

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

7. Discuss with children, if you wish, reasons why it is important to care for others and for the natural environment.
8. Make a bulletin-board display of pictures children find showing care for others and for the environment.
9. Invite guest speakers from "caring" agencies such as the Salvation Army.
10. Help children plan individual or class projects to take action on ways they have identified as "caring" for others and the natural environment.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)





7

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization  
• celebrations

Process Area: tolerating diversity  
organizing information  
comparing/contrasting

Affective Area: developing a sense of  
significance for family  
celebrations  
  
developing respect for and  
appreciation of the  
celebrations of other families  
  
describing behaviour that  
reflects specific values  
(celebrations)

## CONNECTIONS FOR TEACHERS:

*One of the important socialization functions of the family is familiarizing children with the celebrations that the family holds as important. These may include events such as birthdays, religious holidays, anniversaries, marriages, and many others. Children should be aware that all families celebrate important events together and that individual families celebrate different events that they consider important.*

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Help children read the sentence on page seven and look at the pictures. Using the pictures as clues, have children tell what *celebrate* means. Identify the celebrations pictured.
2. Ask children why families celebrate these events. (Because they think they are important.)
3. Develop a class list of events celebrated in the children's families. Be sure to include particular ethnic celebrations. Use children's names or dots to represent those who celebrate each event.

We celebrate:

• birthdays	• • • • • • • •
• weddings	• •
• Christmas	• • • • • •
• Chanukah	• • •
• Thanksgiving	
• New Year	
•	
•	
•	

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
*celebrate*

Books  
*Sun Neen.* Discovery Books.  
*Hanukkah.* Discovery Books.

Resources  
Grade 1 Kanata Kit. Alberta Heritage  
Fund.

Families celebrate together.



## CONNECTIONS FOR TEACHERS:

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

4. Using the list, ask:
  - Do all the families in our class have celebrations?
  - Do all families have the same celebrations? Why or why not?
  - Do you think everyone should have the same celebrations? Why or why not?
5. Children may wish to find out more about some celebrations unfamiliar to them. A parent or child could be asked to tell about a specific celebration and its importance to the family.
6. Have children draw and label a picture of a special family celebration.
7. Make a collage of pictures of different celebrations.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Families do many things together.  
Can you tell we are a family by the things  
we do together?



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family socialization

Process Area: developing the concept of family  
by some of its functions

Affective Area: developing an appreciation for  
the contributions of family  
members to one's welfare  
(socialization)

### CONNECTIONS FOR TEACHERS:

*Children should now have a broader understanding of the many functions their families serve. The many things the members of a family do together — the family acting as a socializing group — provide another way of defining what a family is.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Help children read the statement and question on page eight.
2. Have children describe what is happening in the picture.
3. Ask children to recall other things that family members do together. Refer back to the book for examples.
4. Using the stem sentence, "You can tell we are a family by the things we do together," have each child draw and label some of the activities they do with their families.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

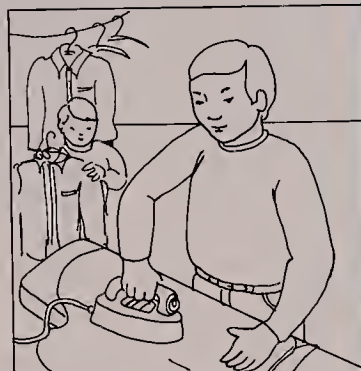
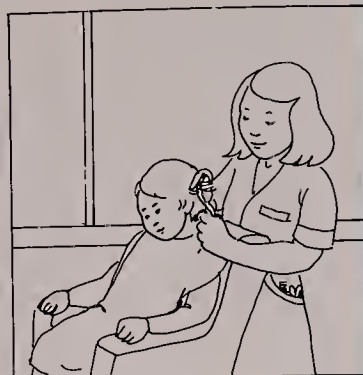
#### Health

Exercise, fresh air, bicycle safety

#### Books

Buckley, Helen. *Zeek Silver Moon*. Lothrop.  
Hurwitz, Johanna. *Busybody Nora*. Morrow.

# Can You Tell We Are a Family by the Way We Work Together?



Connections  
In Social Studies



Can You Tell  
We Are a Family by the  
Way We Work Together?



## CONNECTIONS FOR TEACHERS:

*In large part, family roles and responsibilities are determined by the necessity to meet the needs and wants of the family. This book develops the generalizations that families have needs and wants and that family needs and wants are met through members working inside and outside the home. The idea that cooperation is necessary and that conflict sometimes arises when meeting family needs and wants is also explored.*

*The cover shows a variety of activities families engage in outside and inside the home while meeting needs and wants.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family roles and responsibilities

Process Area: organizing information  
developing concepts  
categorizing

Affective Area: developing an appreciation  
for the contributions of other  
family members to one's  
welfare

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children locate the title of the book and read it.
2. Have them look at the pictures on the cover, front and back, and describe what is happening in each picture. Ask children what work is being done in each of the pictures and who is doing it. Ask them what these pictures all show. (A family doing work.)
3. Have children classify, if you wish, the pictures as being work inside or outside the home by asking them if they can see how any of the pictures belong together.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Language Arts (Reading)

Locating parts of a book — cover, title, page numbers

#### Books

Hoban, R. and Hoban, L. *The Sorely Trying Day*. Harper and Row.

Rosenbaum, E. *Ronnie*. Parents Magazine Press.

#### Study Prints

Owen, Edward E. *One World/The Family: Discussion Picture Program for Elementary Social Studies*. Year One/Concept B — Family serves many functions.  
Fitzhenry and Whiteside.



What do families need?



## CONNECTIONS FOR TEACHERS:

*All families have certain needs. Three of the basic needs are represented on page one.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

- Concept Area: family roles and responsibilities (needs)
- food, shelter, clothing
- family roles and responsibilities (wants)
- Process Area: categorizing  
comparing/contrasting
- Affective Area: identifying human values as they pertain to family needs/wants  
describing behaviour that reflects specific values

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the question on page one and look at the pictures.
2. Have children tell about what families need. Ask them if they can think of other things that families might need besides a place to live, clothes, and food. As a list is developed, check to see if children are confusing *wants* and *needs*. The distinction may be drawn by asking questions such as:
  - Can you live without food/clothes/homes/toys/cars?

Classify items on the list in two columns.

Family Needs (cannot live without)	Family Wants (would be nice to have)
---------------------------------------	---

3. Using the class list for ideas, have each child develop a personal list using the stem sentences, "My family needs . . ." and "My family wants . . ." These sentences could be illustrated. Items could be compared to come up with a common class list. Discuss what the items show a family thinks to be important.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Health

Basic needs, food groups, appropriate clothing

#### Books

Bond, Michael. *Paddington Goes Shopping*. Collins.

Calhoun, Mary. *Mrs. Dog's Own House*. Morrow.

*Clothes*. MacDonald Starters.

*Food*. MacDonald Starters.

*Homes*. MacDonald Starters.



2

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family roles and responsibilities  
(needs and wants)  
• family cooperation

Process Area: supporting point of view  
providing support for group goals  
understanding and empathizing  
with the decisions of others

Affective Area: describing behaviour that  
reflects specific values about  
choices made in meeting basic  
family needs

### CONNECTIONS FOR TEACHERS:

*In meeting needs for food, shelter, and clothing, family members cooperate in areas such as buying and preparing food, choosing clothes, and making decisions about appropriate housing. Children should be aware that family members need to be cooperative in making appropriate choices for meeting the family needs.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the question on page two and look at the pictures.
2. Ask children to tell what is happening in each picture.
  - How are the family members working together to meet their needs for food? clothing? shelter?
3. Ask why the father and son might be cooking. Encourage different answers. (Mother away/sick/working, father likes to cook.)
  - What does this show about what this family thinks is important? (Working together.)
4. Ask children what choice the boy and his mother are making about clothes.
  - What things would they have to think about before buying a jacket? (Cost, the amount of money they have, the intended use of the jacket.)
  - How can the boy and his mother work together?

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Brenner, Barbara. *The Five Pennies*.  
Alfred A. Knopf.

Rice, Eve. *New Blue Shoes*. Macmillan.

How do families work together to get what they need?



2

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### CONNECTIONS FOR TEACHERS:

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

5. Ask children what choice the family is making about buying a house.
  - What things would they have to think about before buying the house?
  - Is making a choice about buying a jacket the same as making a choice about buying a house? Why or why not?
6. Ask children to tell about some choices made in their own families to meet basic needs.
7. Ask children what the choices a family makes show about what the family thinks is important.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)



## CONNECTIONS FOR TEACHERS:

*Children need to be aware that all family members need to cooperate and take responsibility for doing work inside the home. Work done inside the home often meets needs and wants. (Having a clean, attractive home.) When this work is completed, family members have the time to meet other needs and wants such as enjoying leisure-time activities or doing other work outside the home.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family roles and responsibilities  
(needs and wants)  
• work inside the home

Process Area: organizing information

Affective Area: identifying values  
describing behaviour that  
reflects specific values

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page three and look at the pictures.
2. Have children describe the kind of work being done in the home and the person who might be doing it. Discuss why the work is being done and what this shows the family members think is important. (A clean/attractive home.)
3. Ask children to think of other work that may need to be done in the home and who could help do it.
4. Have children speculate as to what the family might be able to do when it has finished its work. Have children draw pictures to illustrate their speculations.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Books  
Smaridge, Norah. *The Big Tidy-Up*.  
Golden Press.

Families work together in the home  
What do you do to share in the family's work?



4



5

## CONNECTIONS FOR TEACHERS:

*The idea that there is some work in the home that each family member can take responsibility for should be explored with children. These two pages should stimulate ideas about what work there is to be done in the home and about who the appropriate person is to do the work. This raises the question, "Should family members be treated alike when there is work to be done?"*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family roles and responsibilities  
• conflict/cooperation

Process Area: defining an issue (Should all family members be treated alike when there is work to be done?)

organizing information  
making decisions

Affective Area: developing abilities to reason morally (What would happen if family work weren't shared?)  
developing an attitude of individual significance in contributing to the family work

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the statement and question on page four and look at the pictures on pages four and five.
2. For each picture, ask:
  - What is the work being done?
  - Who is doing the work?
  - Can you think of someone else who could do this work?
  - Who do you think is the best person to do this work? Why?
3. Have children answer the question on page four, "What do you do to share in the family's work?" Have them use the stem sentence, "I share in my family's work by . . .," to answer and then draw pictures to accompany their sentences. Have children think of other ways they can share in the family work.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
share

#### Books

Eichler, Margrit. *Martin's Father*.  
Lollipop.

Gray, Genevieve. *Send Wendell*. McGraw-Hill.

Lenski, Lois. *Papa Small*. Henry Z. Walsh.

Rowland, Phyllis. *George*. Little, Brown.



Families work together in the home.  
What do you do to share in the family's work?



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

4. Generate a list of all the kinds of work children can think of that need to be done in the home. (Cooking, cleaning, washing, ironing, caring for pets.) Ask children who the best person is to do this work and why. Be sure to explore children's reasons, especially if they are stereotyping household chores as being "women's work." Ask what might happen if the work weren't shared.
5. Ask children if they think all family members should be treated alike when there is work to be done. (A baby, an old person, a young child, a teenager, a sick person, working parents.) Help children develop the idea that most family members should have some responsibilities, but that circumstances such as age, health, and work done outside the home, may alter responsibilities.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

### CONNECTIONS FOR TEACHERS:

Some people work outside the home  
Why?



## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family roles and responsibilities  
• work outside the home

Process Area: organizing information (listing)  
relating cause and effect

Affective Area: developing an appreciation for  
the contributions of family  
members to one's welfare

## CONNECTIONS FOR TEACHERS:

The fact that family members need to work outside the home to meet needs and wants is developed on these two pages. The parents are both depicted as workers outside the home, as are the two children, delivering newspapers and babysitting.

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page six and look at the pictures on pages six and seven.
2. For each picture, ask children to identify the person working outside the home, the occupation, and the reason they think the person works outside the home. Encourage different reasons.
3. Make a class list of the various kinds of work done outside the home by family members.

Work Mothers Do Outside the Home	Work Fathers Do Outside the Home	Work Other Family Members Do Outside the Home
--	--	--

Discuss why various family members work outside the home. Discuss whether money made on a paper route and by babysitting is used for needs or wants.

4. Have children speculate on the work they would like to do when they are older. Have them draw pictures or find pictures and label them.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

### Books

Blaine, Marge. *The Terrible Thing that Happened at Our House*. Parents Magazine Press.

Brownstone, C. *All Kinds of Mothers*. McKay.

Fisher, M. and Fisher, L. *But Not Our Daddy*. Dial Press.

Goldreich, Gloria and Goldreich, Esther. *What Can She Be?* Lothrop.

Sawyer. *Mom's New Job*. Raintree Children's Press.

*Women at Work*. Series. Women's Press.

Zolotow, Charlotte. *A Father Like That*. Harper and Row.

Families need to work together.  
Can you tell we are a family by the way  
we work together?



8

## CONNECTIONS FOR TEACHERS:

*This page summarizes the idea that family members need to work together to meet needs and wants. The top picture points out that family members may also "work" to help others. (UNICEF.)*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

- Concept Area: family roles and responsibilities (needs and wants)
- Process Area: developing the concept of family by roles and responsibilities
- Affective Area: developing an appreciation of the contributions of self and other family members to the welfare of the family

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the statement and question on page eight and look at the pictures.
2. Ask children what is happening in each picture. (As the top picture introduces a new idea of "working" to help others through such agencies as UNICEF, you may wish to spend more time on this.) Discuss how the family member is working to help the entire family.
3. Ask children what would happen if family members didn't work together inside and outside the home.
4. Discuss how family members who work only inside the home help those who work outside the home.
5. Using the stem sentence, "You can tell we are a family by the way we work together," have each child draw and label some of the work, both inside and outside the home, done by various of their own family members.

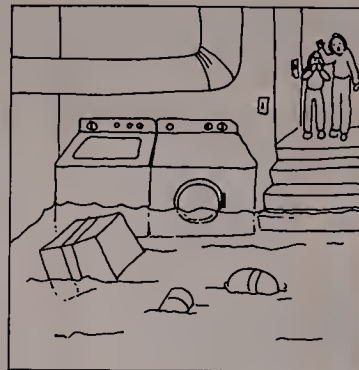
### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Books

Zolotow, Charlotte. *The Quarrelling Book*. Harper and Row.

# Can You Tell We Are a Family by the Way We Change?





Can You Tell  
We Are a Family by the  
Way We Change?



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change

Process Area: developing concepts (family change)  
tolerating ambiguity

Affective Area: developing positive attitudes about change in the family and about self and other family members as agents of change in the family

### CONNECTIONS FOR TEACHERS:

*Families change in many ways. Some changes are planned for and others are not. People in families respond to change in different ways. Children need to be aware that family change is an inevitable and natural condition, that all families experience change, and that family members respond to change in different ways.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children locate the title of the book. Read the title and have children identify the punctuation mark as a question mark.
2. Ask children to look at the cover of the book, front and back. Ask what *change* they think each picture shows. Discuss whether the change makes the people happy or sad. Be sure to explore the idea that certain changes may make one family member happy but another member sad. (Moving/going to school making child happy, parent sad.) Discuss the reasons why this may be so. You may wish to record simple sentences on the board or on an experience chart about family changes children mention.

Families change.

1. Families change when people have birthdays and get older.
2. Families change when someone gets married.
3. Families change when someone moves away.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Reading)

Locating parts of a book — title, cover, page numbers

Science

Change

Study Prints

Owen, Edward E. *One World/The Family: Discussion Picture Program for Elementary Social Studies*. Year One/Concept D — Familiar Change. Fitzhenry and Whiteside.





# Can You Tell We Are a Family by the Way We Change?



## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

3. Ask children to think of some changes that have taken place in their families. Have each child respond orally to the sentence stems: "My family changed when . . ." and "I felt . . ." Allow discussion if children wish to share experiences.
4. Alternatively, have children draw pictures of changes in their families and print their sentences on the pictures for them.
  - My family changed when . . .
  - I felt . . .

Discuss as a class or have children present their pictures and sentences orally to the rest of the class. (Note: This type of public presentation should be voluntary on the part of the child because of the sensitive nature of the topic for some children.)

## CONNECTIONS FOR TEACHERS:

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)



## CONNECTIONS FOR TEACHERS:

*Families grow in many different ways. There may be new babies added — natural or adopted, relatives such as a grandparent coming to live with them, foster children to care for, or children from previous marriages who may join them. Children should be aware that families can grow in many ways.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (growth)

Process Area: tolerating ambiguity  
organizing information

Affective Area: identifying human values as  
expressed by feelings

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page one and look at the picture. Ask in what way this family is growing. Discuss possibilities. Discuss how this change may make different family members feel.
2. Ask children to suggest other ways a family might grow.
3. Ask children how their own families may have grown. Have the children complete the stem sentences, "My family grows when . . ." and "This makes me feel . . .," orally or in printing with an accompanying picture.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
grow

Books

Alexander, Martha. *Nobody Asked Me If I Wanted a Baby Sister*. Dial Press.

Hoban, Russell. *A Baby Sister for Frances*. Harper and Row.

Jarrell, Mary. *The Knee Baby*. Farrar, Strauss, Giroux.



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (moving)

Process Area: organizing information (charting)  
deducing conclusions

Affective Area: identifying and defining values  
of family members with regard  
to a family change such as  
moving (What does a particular  
family member think is  
important if moving makes  
him/her sad? happy?)

### CONNECTIONS FOR TEACHERS:

*Moving to a new home, a new city, or a new country may be an immense and exciting or frightening experience for a child. Using this page as a stimulus, many ideas such as where and why families move, the different feelings family members may have about moving, and how neighbours feel when a family moves away may be explored. Most children will have experienced moving or having a friend move.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Ask children to recall what this book is about. (Changes in families.) Refer back to the title on the cover, if necessary. Ask what change the sentence and the picture on page two tell about.
2. Discuss what is happening in the picture, why this family might be moving, and how various family members might feel about the move.
3. Have children find out how many times their parents had moved, and why, by the time their parents were six years old. Have children find out how many times they themselves have moved, and why. Make a class graph to record the results.

We moved.	Parents moved.
0 •	• • • • •
1 • • •	• • • •
2 • • •	• •
3 • • • •	
4	
5	

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Language Arts (Vocabulary)  
move

Books

Felt, S. *Hello – Goodbye*. Doubleday.

Hickman, Martha. *I'm Moving*.  
Abingdon Press.

Mack. *I'm Not Going*. Raintree Children's  
Press.

Oldfield, Pamela. *Simon's Extra Gran*.  
Musson.

Sawyer. *The New Neighbours*. Raintree  
Children's Press.

Zelonsky. *My Best Friend Moved Away*.  
Raintree Children's Press.



## CONNECTIONS FOR TEACHERS:

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

4. Use the graph to compare the number of times children have moved with the number of times their parents have moved. Discuss how family members felt about moving. Have children identify what a particular family member might think is important if moving makes him/her happy or sad. (A new house or job gained, friends and a nice neighbourhood lost.)

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Sometimes someone we love dies



## CONNECTIONS FOR TEACHERS:

*The topic of death as an element of family change should be dealt with as a natural and inevitable part of life, from the point of view that all living things die, including plants and animals. Young children should be aware that old age, accidents, and illness may be causes of death. Because families hold varied beliefs regarding the nature of death, specific questions children may raise, such as "What happens to people or animals when they die?", should be referred to parents.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (death)

Process Area: tolerating ambiguity

Affective Area: identifying human values as expressed in feelings and beliefs

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Discuss the sentence and picture on page three. Ask children where the people are, what is happening, who may have died, and how the family members feel.
2. Allow children to share their experiences of deaths of pets or family members, if they wish to do so.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Health  
Life cycle

Language Arts (Vocabulary)  
dies

Science  
Change

Books  
Madler. *Why Did Grandma Die?*  
Raintree Children's Press.



Sometimes parents decide to live apart



## CONNECTIONS FOR TEACHERS:

*Family breakup as a result of separation or divorce is a very traumatic family change for many children. In today's society, children need assistance in understanding and accepting these changes. This page is intended to provide an opening for children to discuss reasons why parents may decide to live apart and the feelings this decision may provoke in family members. While young children cannot be expected to understand the complex and emotion-laden issues associated with family breakup, they should have an opportunity to express their feelings and opinions and to hear the feelings and opinions of others in similar circumstances.*

*It is also possible that family members may sometimes live apart for economic reasons such as when a parent moves to work in another place. Page four will act as a stimulus for any children in this situation, as well.*

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (separation, divorce)

Process Area: tolerating ambiguity  
organizing information  
(oral story)

Affective Area: developing attitudes towards  
others of empathy, respect,  
and concern

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page four and look at the pictures. Discuss what might be happening in the pictures. Have children tell about what they think is occurring. Discuss how the different family members might feel about what is happening. Ask the children how they would feel if they were the girl.
2. Have children make up a story about the pictures.
3. Discuss reasons why parents might decide to live apart. Allow children to share their experiences, if they wish.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

### Books

Berger. *A Friend Can Help*. Raintree Children's Press.

Hogan. *Will Dad Ever Move Back Home?* Raintree Children's Press.

Lexan, Joan. *Emily and the Kinky Baby and the Next-Door Dog*. Dial Press.

Sinberg, Janet. *Divorce is a Grown Up Problem*. Avon.

Thomas, Ianthe. *Eliza's Daddy*. Harcourt.



## CONNECTIONS FOR TEACHERS:

*Many children will have experienced family change due to accidents which cause damage to family members or to home and property. This page provides a stimulus for children to discuss these incidents and the effects they may have on a family. You may wish to extend the discussion by distinguishing between accidents caused by nature and other types of accidents.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (accidents)

Process Area: developing concepts (accidents)  
organizing information  
relating cause and effect

Affective Area: identifying values as expressed  
by feelings

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page five and look at the pictures.
2. Discuss what an accident is, having children give examples. Refer back to the cover for another example. Ask what accidents are shown in the pictures, how they might have happened, and how family members might feel about these accidents.
3. Ask how a family might change as a result of accidents.
4. Ask children about accidents that may have happened in their homes or to their families. Discuss reasons for accidents and how they might be prevented. Discuss the feelings of family members and the changes brought about in the family.
5. Have children draw pictures about any accidents that have occurred in their own families.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Health and Safety  
Prevention of accidents

Language Arts (Vocabulary)  
accidents



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

### CONNECTIONS FOR TEACHERS:

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

6. Make a health-and-safety chart using information collected from the class experiences of accidents.

Accident	How to Prevent It	Change in Family
fire	don't play with matches	had to move to new house

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)



### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (children leaving home)

Process Area: tolerating ambiguity  
organizing information  
deducing conclusions

Affective Area: identifying and defining human values as expressed by feelings

### CONNECTIONS FOR TEACHERS:

*Family members, specifically older children, often leave home for a variety of reasons. These reasons may include going to school or university, going to work, or getting married. Young children should be aware that this is a natural part of growing up.*

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page six and look at the picture. Ask them to tell, or make up a story, about what is happening in the picture.
  - Who is the girl?
  - Where is she going?
  - How do family members feel?
  - How does the girl feel?

What does this tell about what each thinks is important?

2. Refer back to the cover and ask children to find two other examples of pictures that might show an older child leaving home. (University graduate, wedding picture.) Discuss these reasons for leaving home and how different family members may feel. Have children try to think of other reasons someone might leave home.
3. Give children an opportunity to tell about an older brother or sister leaving home and how different family members felt.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Mathematics  
Time-lines

Sometimes children leave home.



6

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

## CONNECTIONS FOR TEACHERS:

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

4. Have children draw a picture, speculating on when they will leave home. Help children print the stem sentence, "I will leave home when . . ." and add their endings. Discuss how they might feel and how their parents might feel.
5. Ask children if they will always, even when they get older, live with their families. Discuss why they might not.
6. Have children draw a time-line showing times various family members left home. Children could also draw personal time-lines showing when they think they might leave home.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)





## CONNECTIONS FOR TEACHERS:

*Temporary or permanent illness in the family necessitates many changes. Someone needs to take care of the sick family member and also take over his/her responsibilities in the family. Children should be aware that their own illness or that of a family member causes changes in the roles and responsibilities for all family members.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (illness)

Process Area: tolerating ambiguity  
identifying an issue (How should my role change when someone in the family is sick?)  
developing alternatives

Affective Area: describing behaviour which reflects values of self and other family members

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the sentence on page seven and look at the picture. Ask children to tell, or make up a story, about the picture.

- Who is sick?
- What is wrong?
- Who is looking after the girl?

Ask what kinds of changes might take place in the home because someone is sick.

2. Ask children who looks after them when they get sick.

- How does their mother's/father's role change? (May need to stay up or get up at night, may need to miss work.)
- How does their sister's/brother's role change? (May need to be quiet, might not get as much attention, may need to do more chores.)

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

#### Health

Childhood illnesses, dentist, doctor, nurse

#### Books

Hogan and Hogan. *The Hospital Scared Me*.  
Raintree Children's Press.

Schluben-Lewis. *The Dentist and Me*.  
Raintree Children's Press.



7

## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

## CONNECTIONS FOR TEACHERS:

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

3. Ask children how their roles should change when some other family member gets sick. (May need to be quiet, may need to help more around the house, might not get as much attention, may need to help look after the sick person.) Ask how they can help and what they can do to show they think caring for the sick family member is important.
4. Children may have questions about common childhood illnesses. You may wish to have the school nurse come in and discuss these with the children.
5. Have children draw pictures of what they can do to help in the family when someone is sick. Have them complete the stem sentence, "When someone is sick, I can . . .," on their pictures.
6. Extend the topic, if you wish, by exploring the idea of going to the hospital, or to the dentist, and so on.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Can you tell we are a family by the way we change?



## CONNECTIONS FOR TEACHERS:

*Children have now explored many of the ways that families experience change. They should understand that all families change and that there have been and will be changes in their own families over time.*

### INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

Concept Area: family change (time)

Process Area: developing generalizations  
(All families change.)  
tolerating ambiguity  
organizing information

Affective Area: developing positive attitudes  
towards change in the family

### MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

1. Have children read the question on page eight and look at the pictures. Review the changes shown in the pictures. Ask what these pictures tell about families. (All families change.)
2. Develop a class chart with the children to help them generalize about change occurring in all families over time. Help children list family changes, using the book to make the list. Have each child identify how his/her own family has changed and how it *might* change in time. Children's names may be put on the chart in appropriate spots, or each child may take a different coloured crayon and mark an X in the areas he/she identifies.

### OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)

Science  
Change, time

Can you tell we are a family by the way we change?



## INTENDED CONNECTIONS

(CONCEPT, PROCESS, AFFECTIVE AREAS)

## CONNECTIONS FOR TEACHERS:

## MAKING CONNECTIONS

(ACTIVITIES AND DISCUSSION)

Family Change	Has happened in my family	Might happen in the future
• new baby	X X X	X X
• birthdays (people grow older)	X X X X X X X	X X X
• children leave home	X	X X X X
• marriage		X X X X X
• moving	X X X X X	
• accidents	X X X	
• parents live apart		
• death		
• illness		
• someone moves in		

All children's speculations as to what *might* happen should be accepted. You may wish to have children give *reasons* for their speculations.

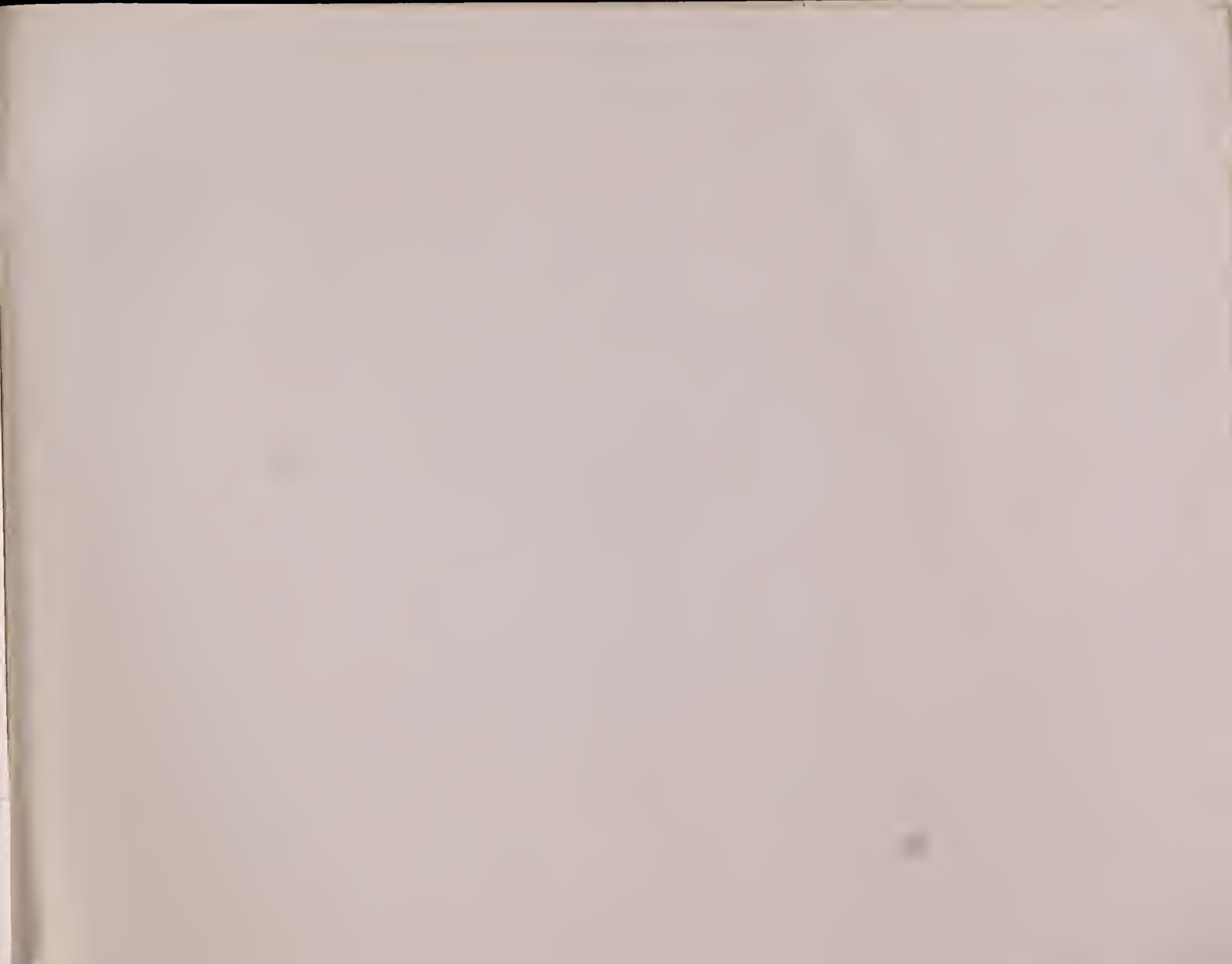
- After the chart is completed, ask children if there is anyone who has had no changes occur in his/her family. Ask children what this tells about families. Children should be able to generalize that all families change.

## OTHER CONNECTIONS

(INTEGRATION, ENRICHMENT AND RESOURCES)











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